

CHAPTER II

REVIEW OF THE RELATED THEORIES

In this chapter, the review some theories which are related to the analysis. In review of related theories, the writer presents some theories which are used to support the research. While in review of the previous study, the writer reviews one student's thesis of STIBA "SATYA WIDYA" Surabaya that is Octario Premyanto, graduated in 2008.

2.1 Review of Related Theories

In this subchapter are reviewed which are related to the analysis. The theories which are reviewed are literary appreciation, elements of literary appreciation, and the moral value.

2.1.1 Literary Appreciation

In analyzing this novel, the writer uses the scope of literary appreciation because it is suitable for his research. Moody (1968: 9) states:

The appreciation of literature is surely concerned with judgement of complete works and the majority of literatures are lengthy novels, plays, and poems. Certainly be concern with some of its broader aspects, such as the unfolding of the plot, the development of the character, the description of the setting and the background, the social problem presented and so on.

From the statement above the writers assumes that literary appreciation has an important role and function to analyze the novel, plays, poem, and the other literary work and the entire element that exist in the literary work such as plot, character, setting, and background. The social problem that arise in it. The literary works can't leave the basic element to support it story, such as plot, character, setting, and theme. In this study, the writers also review the theory of character to support the next of our analyze this novel.

2.1.2 Character

Character is one of many elements that make a story reliable and vivid. Character has function to help the writer of literary work to create the story becomes real and shows how the story is presented by the character. As Robert (1969: 54) states, "character in literature is an author's representation of human being, especially of those inner qualities that determine how an individual reacts to attempt to shape his or her environment". From the quotation above, it can be defined that most of the author create the character of his work based on the reality of people life. The inner qualities of character which are presented by the author can be influenced by the environment. In other words, the character can be made up base in the environment where they life the character is also very important for the readers to understand the story better. The story can be understood by the readers if they could identify the personality of the character.

According to Mc. Crimmon (1984: 411), the word character is used two senses in literature. First to identify the people who appear in the story, play or poem. In the Second describe the personality of any of these people, especially those traits that effect the development of the character. It can be determined that character has two meanings. First, character could be used the people who involved in the literary work. Second, to recognize the personality in the character from utterance of other chance, it's important for the reader when the story is developing in this study, character refers to Kino as main character in the novel "The Pearl".

2.1.3 The Kinds of Character

To develop a story character is divided into two different roles, they are static character or (flat) and dynamic character (round). Further Perrine (1970: 88) defines, "A round character is very complex and many sided. He lives by his roundness and he also undergoes a permanent

change in some aspects of his personality or outlook. From the statement the writer generates that round character is the character who has complex characterization. He sees life from many different aspects and changes in his performance or personality.

Kirkland and Dowell (1977: 199) state, "A minor character is a character whose role is not important in the story". The existence of this character in the story is avoidable. He or she is not the center of the story. Related to the role of the characters, Kirkland and Dowell (ibid) classify into four types, they are:

- 2.1.3.1 A major character is a character who leads the main important role in the story or it can be called as the main character.
- 2.1.3.2 A minor character is the character whose role is supporting the main character.
- 2.1.3.3 A protagonist character is character who becomes the hero or hero in the story, he or she usually has good characterization in order to accomplish a good deed in the story.
- 2.1.3.4 An antagonist character is a character who has an opposite characteristics toward the protagonist.

2.1.4 Characterization

Character can not be separated from characterization, considering every living human being has characterization to carry out in their lives. According Cohen "A characterization is the means where by an author establishes the illusion that the person created by words are indeed people or like people, with his traits and personality which a reader can recognize and analyze."

The characterization in the novel can be derived from attitude, behavior the thought or the speech or the characters which is created by the author. Basically, the way an author creates characters and its characterization is by reflecting the real human being in life and mixing it with the authors imaginary so it becomes interesting. The strength of characterization determines the

interest of the story. In other words, it can be said that a good story has strong characterization on its character.

2.1.5 Method of Characterization

Characterization is a very important element that can support the analysis of the novel. Beside knowing the meaning of the characterization, The writer also reviews the kinds of the characterization it self, because kinds of characterization can help the writer to analyze the novel. Kenny states, "The author who chooses the discursive method simply tell us about his characters. He enumerates their qualities and may even express approval and disapproval of them. The advantages of this method are simplicity and economy".

Further, Jovanovich (1973: 704) states, "A writer may present characters (characterize them) directly or indirectly. In direct characterization, the writer explicitly tell us what the character is like. In indirect characterization, the writer shows us what the does or says or thinks or feels and lets us draw our own conclusions about the character is like".

Furthermore, Jones (1968: 45) describes five ways to reveal the characterization of the character the author as follows:

2.1.5.1 Characterization through the use of Names

"Names occasionally give important clues that aid in the characterization for some character names may suggest their dominant traits. Other character may have names that support, or are sometimes in contrast to their physical appearances". Names may also have literary or historical allusion that support in the characterization.

2.1.5.2 Characterization through Appearance

ØIn the literary works, what characters wear and how they look often give important clues to character representation. While in real life, appearances often deceive. Details of dress may represent background, occupation, economic and social status, and perhaps a clue to the character's degree of self-respect. Moreover details of physical and emotional health and well-being. Particular physical attributes commonly become identified through a period of time with particular types of inner psychological conditions.

2.1.5.3 Characterization through Author

ØIn the form of telling, the author mostly interrupts the story through a series of editorial comments, the nature of the personality of the characters including the way of thinking, thoughts and feeling on the character's mind. In that case, assertion and retention of the author fully control over the characterization. The author not only guides the reader's attention to a given character but also tells them what their attitudes toward that character should be.

2.1.5.4 Characterization through Dialogue

In real life, people are endlessly talking about and between themselves, communicating bits and pieces of information which is sometimes not important and interesting, does not tell the hearers completely about the speaker's personality.

As readers, people must pay attention to such as information since it may tell the characters' innermost personality very well. To establish characters through dialogue is complicated as some characters speak only by direction and the readers must make a judgement from what they actually mean with their words. In contrast other characters tell the reader exactly what is on their minds so that the readers do not need to make a judgement anymore.

2.1.5.5 Characterization through Action

To establish character on the basis of action, it is important to examine the several events of the plot as they show about the characters, such as their unconscious emotional and psychological states including their conscious attitude and values.

Some actions certainly are meaningful although they are very small, such as gesture of facial expression that tells the readers more about a character's inner life. In this case, it is necessary to identify the common pattern of behaviour of which each separate action is apart, such as scrutinizing the "motive". If the readers find out the consistent pattern of motivation, they directly get some important discoveries about characters.

These theories (methods of characterization) are going to be used by the writer to reveal the characterization of the character and also give the explanation about how the character overcomes their problems through their characterization, conceding to the first and the second problems.

2.1.6 Moral Value

Moral value is a tool to learn about goodness or correctness. Moral value also serves as the measurement of good and bad. According to E.F. Carr (1977: 778) "Moral is conforming to a standard of what is right and good; moral implies conformity to notion of right and wrong; the synonyms of moral are ethical, virtuous, righteous, noble."

Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may derive from society and government, religion, or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change. An example of the impact of changing laws on moral values may be seen in the case of "marriage vs living together."

Deitrich (1986: 178-179) says, "Moral values are basic ideas and belief about what is good and what is wrong or bad. Morality is not something simply to be believed, but also

something to be put into practice.ö From statement it can be said that moral values as the basic idea to say something is bad or good and right or wrong and what supposed to be believed and applied in every activities

In past generations, it was rare to see couples who lived together without the benefit of a legal matrimonial ceremony. In recent years, couples that set up household without marriage are nearly as plentiful as traditional married couples. But, not only are such couples more plentiful, they are also more accepted by other individuals in our society. In earlier society, the laws and morals simply came from the Roman system of law, which was largely based on the Ten Commandments. As sight of society move into the modern era, that earlier system of law became more and more eroded.

Religion is another source of moral values. Most religions have built-in lists of do's and don'ts, a set of codes by which its adherents should live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioral code. It is interesting to note that these codes may widely vary, a person whose religion provides for polygamy will experience no guilt at having more than one spouse while adherents to other religions feel they must remain monogamous.

2.1.7 Kinds of Moral Values

The moral value changes and matures with age according to Kohlberg (1986: 332)

This development concerned at the first stages with moral realism. He concerned only with the tangible or concrete aspect or behaviour. Thus behavior is wrong simply if it is forbidden or if it brings you unpleasant, consequences, regardless or what your intentions were.

From the above statement the writer concludes that the moral realism is closely related to mature age and he gives series of stages and moral development. There are two levels according to

Kohlberg's outline (ibid), the first is called the pre-conventional level. Pre-conventional moral level is typical of young children's morality, which is determined mostly by the power of authority of one's actions. The second is called the conventional level of moral reasoning. It centers on the expectation of others as a major factor in deciding right or wrong. Thus the writer confines the moral values in literary works (such as novel) are the moral teaching or lesson that people can take. The writer's analysis is in the moral values viewed in the main characters of the novel, so she can take the moral teaching of the characters in the novel.

2.1.8 Kinds of Character Moral Values:

2.1.8.1 Confidence

According to Martin Hilbert (2012: 211-237), Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence in one self. Arrogance or hubris in this comparison, is having unmerited confidence believing something or someone is capable or correct when they are not. Over confidence or presumptuousness is excessive belief in someone (or something) succeeding, without any regard for failure. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather than because of an innate ability. Self-confidence does not necessarily imply 'self-belief' or a belief in one's ability to succeed. For instance, one may be inept at a particular sport or activity, but remain 'confident' in one's demeanor, simply because one does not place a great deal of emphasis on the outcome of the activity. When one does not dwell on negative consequences one can be more 'self-confident' because one is worrying far less about failure or the disapproval of others following potential failure. One is then more likely to focus on the actual situation which means that enjoyment and success in that situation is also

more probable. Belief in one's abilities to perform an activity comes through successful experience and may add to, or consolidate, a general sense of self-confidence. Studies have also found a link between high levels of confidence and wages. Seemingly, those who self-report they were confident earlier in schooling, earned better wages and were promoted more quickly over the life course.

2.1.8.2 Kindness

In Jessiø's view, Kindness is the act or the state of being kind, being marked by good and charitable behavior, pleasant disposition, and concern for others. It is known as a virtue, and recognized as a value in many cultures and religions. Research has shown that acts of kindness does not only benefit receivers of the kind act, but also the giver, as a result of the release of neurotransmitters responsible for feelings of contentment and relaxation when such acts are committed.

2.1.8.3 Cruelty

Cruelty is indifference to suffering, and even pleasure in inflicting it. Sadism can also be related to this form of action or concept. Cruel ways of inflicting suffering may involve violence, but affirmative violence is not necessary for an act to be cruel. For example, if a person is drowning and begging for help, and another person is able to help, but merely watches with disinterest or perhaps mischievous amusement, that person is being cruel rather than violent.

George Eliot stated that "cruelty, like every other vice, requires no motive outside of itself; it only requires opportunity." Bertrand Russell stated that "the infliction of cruelty with a good conscience is a delight to moralists. That is why they invented Hell." Gilbert K. Chesterton

stated that "cruelty is, perhaps, the worst kind of sin. Intellectual cruelty is certainly the worst kind of cruelty."